

**THIRTY-FIFTH ANNUAL REPORT**

**OF THE**

**COLUMBIA INSTITUTION FOR THE DEAF AND DUMB**

**TO THE**

**SECRETARY OF THE INTERIOR**

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**1892.**

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**WASHINGTON:  
GOVERNMENT PRINTING OFFICE.  
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# COLUMBIA INSTITUTION FOR THE DEAF AND DUMB.

## OFFICERS OF THE INSTITUTION.

*Pation*.—BENJAMIN HARRISON, President of the United States.  
*President*.—EDWARD MINER GALLAUDET, Ph. D., LL. D.  
*Secretary*.—JOHN B. WIGHT, Esq.  
*Treasurer*.—LEWIS J. DAVIS, Esq.

*Directors*.—HON. JOSEPH R. HAWLEY, Senator from Conn.; HON. JOHN J. HEMPHILL, M. C. from S. C.; HON. NELSON DINGLEY, JR., M. C. from Me., representing the Congress of the United States. HON. HENRY L. DAWES, of Mass.; HON. WILLIAM E. NIBLACK, LL. D.; of Ind.; REV. BYRON SUNDERLAND, D. D.; HON. JOHN W. FOSTER; HON. J. RANDOLPH TUCKER; JAMES C. WELLING, LL. D.

## COLLEGE FACULTY.

*President and Professor of Moral and Political Science*.—EDWARD M. GALLAUDET, Ph. D., LL. D.  
*Vice-President and Professor of History and Languages*.—EDWARD A. FAX, M. A., Ph. D.  
*Emeritus Professor of Mental Science and English Philology*.—SAMUEL PORTER, M. A.  
*Professor of Natural Science*.—REV. JOHN W. CHICKERING, M. A.  
*Professor of Mathematics and Chemistry*.—JOSEPH C. GORDON, M. A.

*Professor of History and English*.—J. BURTON HOTCHKISS, M. A.  
*Professor of Mathematics and Latin*.—AMOS G. DRAPER, M. A.  
*Instructor in Mathematics*.—CHARLES R. ELY, M. A.  
*Instructor in Gymnastics*.—ALBERT F. ADAMS, B. A.  
*Instructor in Drawing*.—ARTHUR D. BRYANT, B. Ph.

## DEPARTMENT OF ARTICULATION.

*Professor in charge*.—JOSEPH C. GORDON, M. A.

## ASSISTANTS.

*Normal Fellows*.—PERCIVAL HALL, B. A., Harvard, 1892; JOHN F. BLEDSOE, B. A., Howard, Ala., 1892; ANDREW P. McKEAN, B. A., Williams, 1892; TUNIS V. ARCHER, B. A., Hanover, Ind., 1892.

*Instructors*.—MARY T. G. GORDON, KATE H. FISH; CHARLES R. ELY, M. A.  
*Normal Student*.—THOMAS S. McALONEY, Science School, Belfast, 1889.

## FACULTY OF THE KENDALL SCHOOL.

*President*.—EDWARD M. GALLAUDET, Ph. D., LL. D.  
*Instructors*.—JAMES DENISON, M. A., Principal; MELVILLE BALLARD, M. S.; THEODORE A. KIESEL, B. Ph.; SARAH H. PORTER.

*Instructors in Articulation*.—MARY T. G. GORDON; KATE H. FISH.  
*Instructor in Drawing*.—ARTHUR D. BRYANT, B. Ph.

## DOMESTIC DEPARTMENT.

*Supervisor and Disbursing Agent*.—WALLACE G. FOWLER.  
*Attending Physician*.—D. K. SHUTE, M. D.  
*Oculist and Aurist*.—FRANCIS B. LORING, M. D.  
*Consulting Physician*.—N. S. LINCOLN, M. D.

*Matron*.—Miss ELLEN GORDON.  
*Assistant Matron*.—Miss MARGARET ALLEN.  
*Master of Shop*.—ALMON BRYANT.  
*Farmer and Head Gardener*.—EDWARD MANGUM.

# REPORT

## OF THE

### COLUMBIA INSTITUTION FOR THE DEAF AND DUMB.

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COLUMBIA INSTITUTION FOR THE DEAF AND DUMB,  
*Kendall Green, Washington, D. C., October 14, 1892.*

The pupils remaining in this institution the 1st of July, 1891, numbered 88; admitted during the year, 22; since admitted, 30; total, 140. Under instruction since July 1, 1891, 104 males; females, 36. Of these, 86 have been in the collegiate department, representing twenty-six States, the District of Columbia, and Canada, and 54 in the primary department.

A list of the names of the pupils connected with the institution since July 1, 1891, will be found appended to this report.

#### HEALTH.

No serious cases of illness have occurred among the pupils during the year. Excellent health has been the rule, exceptions to which have been slight.

#### COURSE OF INSTRUCTION AND LECTURES.

No essential change has taken place in the general course of instruction since 1887, when in our thirtieth report a detailed statement of the branches taught in both school and college was published.

During the past year special lectures have been given as follows:

#### IN THE COLLEGE.

James Russell Lowell, by Prof. Fay.

Arago, by Prof. Draper.

Values in the Education of the Deaf, by President Gallaudet.

The Oldest Language, by Prof. Hotchkiss.

#### IN THE KENDALL SCHOOL.

An Ocean Story, by Mr. Denison.

Peter the Great, by Mr. Ballard.

Benedict Arnold, suggested by a visit to West Point, by Mr. Kiesel.

John Brown, by Mr. A. Bryant.

Admiral Nelson, by Mr. Barton.

Adventures in Africa, by Mr. Round.

Tom, a bad boy, by Mr. Whildin.

A Magic Lantern Exhibition, by Mr. Long.

## THE NORMAL CLASS.

More than twenty years ago, in our tenth annual report, the importance of making special provision for the training of teachers of the deaf in connection with this institution was urged, and two years ago in our thirty-third report this matter was again alluded to.

Circumstances favored the formation of a small normal class last year, and six hearing young men with one young lady were afforded opportunities during the entire school year of becoming acquainted with the existing methods of instructing the deaf.

The young men were all graduates of colleges, and the young lady was a graduate of the Boston High School.

All the members of the class were recommended by heads of schools for the deaf in this country as being likely to succeed in the work of teaching the deaf.

The work of the class was laid out and directed by Prof. Gordon, who has charge of our department of articulation.

This work included careful training in oral teaching by Miss Kate H. Fish, formerly of the Clarke Institution, whose practice is based largely on the German method; instruction in Bell's Visible Speech, by Miss Mary T. G. Gordon, who has taught articulation for many years with success in our Kendall school; a course of lectures on visible speech, given gratuitously by the eminent author and inventor of the system, Prof. Alexander Melville Bell; a course of lectures on the anatomy and physiology of the vocal organs, by Prof. A. Hewson, M. D., of Jefferson Medical College, Philadelphia; a course of lectures in laryngoscopy by Dr. W. K. Butler, of Washington, D. C.; lectures by the president of the college, and by Profs. Gordon, Porter, and Chickering, of our faculty; a lecture by Dr. Isaac Lewis Peet, of the New York Institution for the Deaf and Dumb, and an extended course of lessons in the language of signs, by Mr. Melville Ballard, of the faculty of our Kendall school.

Besides the special training afforded by these lectures and lessons, the class had ample opportunity for observing the processes of instruction actually going on in our college and school, where pupils of all possible grades in both manual and oral work were being taught.

Extended courses of reading were pursued by the members of the class, as marked out by Prof. Gordon, and our ample library of special works relating to the deaf and their education, unequalled in this country, afforded valuable opportunities for professional research.

The members of the class who had received the Bachelor's degree before coming to us received the degree of Master of Arts at the close of their year's study, and the young lady was given a diploma of honorable graduation.

The belief of our directors and faculty that specially trained teachers of the deaf would be in demand was fully sustained by the prompt engagement of the members of our first normal class as instructors.

One went to New York City, one to Philadelphia, one to Chicago to be principal of the day school for the deaf, one to Faribault, Minn., one to Colorado Springs, Colo., one to Austin, Tex., and one was needed in our own college faculty.

Besides our seven normal graduates our college furnished four other teachers of the deaf from its graduating class of the year just past. Two of these went to North Dakota, one to Florida, and one, the valedictorian, has been made the principal of the day school for the deaf in Evansville, Ind. A fifth member of our graduating class was offered a

teacher's position in a western school, but declined it, to engage in business.

The success of the first year's work of our normal department has been so marked that a second normal class has been formed, consisting of five young men, four of whom are graduates of American colleges, and one a young teacher of the deaf from Belfast Ireland, who is desirous of acquainting himself with American methods.

#### THE DEPARTMENT OF ARTICULATION.

When the scheme for the establishment of a normal department was first definitely proposed two years ago, it was part of our plan to make use of the normal students, who were to be persons possessed of all their faculties, as instructors of speech and speech reading to the students of the college.

This purpose was fully carried out last year, and we were thus able to make the aggregate of speech-teaching afforded much greater than it could otherwise have been.

The members of the normal class began giving instruction in articulation within a short time after the opening of the term, and the value of their work in this branch increased with each week of added experience and training.

Few young teachers, if any, have enjoyed opportunities so favorable to the mastering of the theory as well as the practice of articulation-teaching. The course of study included Arnold's Manual (the most complete exposition of the oral method), Tarra's Exposition of the Pure Oral Method, Hill's Treatise, Goguillot's Elements of Phonation, Prof. A. Melville Bell's latest exposition of Visible Speech, Dr. A. Graham Bell's lectures upon the same subject, Mr. David Greenberger's Expositions of the "German" Method and of the "Word-Method," Miss Moffatt's papers upon "Lip Reading," the standard text-books upon the anatomy and physiology of the vocal organs, and much other reading, in addition to Dr. Hewson's anatomical lectures and the lectures of Prof. A. M. Bell, Prof. E. B. Warman, and Prof. Samuel Porter upon phonetics, and months of class-room and observation work under Miss Gordon and Miss Fish.

To the members of the normal class were given small classes of speaking deaf students for practice in speech and speech-reading, and also to everyone was assigned at least *one* of the beginners in speech. While every opportunity was afforded for consultation with experienced teachers and assistance in overcoming difficulties arising in practice, the young instructors were expected to develop for themselves methods of procedure, and in weekly written reports to give memoranda of the work of each day.

From the reports on file and the examinations at the close of the year a fair idea may be gained of the manner in which the work was carried on and the degree of success with which it was attended. In this department the retrospect for the year both in the Kendall School and in the college justifies reasonable expectations.

In the Kendall School thirty-five pupils, divided into nine classes for the purpose, received daily instruction in speech and speech-reading.

The work was prosecuted with energy and skill by the teachers and with unflagging interest and application by the pupils. While the general results may not greatly surpass those of former years, it is gratifying to note a growing tendency to the use of speech wherever available as a means of communication upon the part of many of the pupils.

In the college all the students in attendance, sixty-four in number, were assigned to twenty-two classes for instruction and practice in speech and speech-reading.

Twenty-eight of these were without speech, and twenty-three had received no instruction whatever in this subject; the remaining thirty-six possessed speech in degrees varying from the barely intelligible utterance and limited vocabulary of early childhood to that of colloquial English free from marked peculiarities.

Twenty students who became deaf between the ages of six and eighteen years could use speech readily, and six of these could understand the speech of hearing persons under favorable conditions. Of these six, three had considerable hearing. In one case the hearing was improving, in another it was believed to be growing worse, and in the third there was no perceptible change.

One of the six was in the introductory class, two were freshmen, one a sophomore, one a junior, and one a senior.

Though the teaching of speech and the formation of the speech habit is the work of the schools rather than of the college, the deficiencies and needs of our students have been so marked that every student, without an exception, has been encouraged and induced to enter the classes in speech and speech-reading. In not a few cases this involved considerable inconvenience, if not actual hardship to very busy students. This is especially true of the adult beginners who consented to undertake the arduous experiment of learning to speak and "read the lips." No less than twenty-eight of these had reached an age at which Arnold of Riehen, the weightiest authority in the world among "pure oralists," held that it was impossible to learn to speak.

The ages at which these adults became deaf were approximately as follows:

At birth.....	7
One year.....	2
Two years.....	6
Three years.....	5
Four years.....	4
Five years.....	4

The laryngoscopic examination, made by Dr. W. K. Butler and members of the normal class, revealed the interesting fact that in a number of cases the larynx was undeveloped, and in fact in an infantile or almost rudimentary condition. Another interesting fact is that the average lung capacity of the ten best-developed deaf students in the college was found to be 11.5 cubic inches less than that of the corresponding number of nearest approximate heights and weights in a class in Yale University.

Whether this year's work has had an appreciable effect upon the larynx and lungs has not been determined.

Among the beginners the most discouraging case was that of a young man born deaf, and at twenty-one years of age without a vestige of hearing. After three weeks' instruction an observer wrote:

A is a problem. He has very little power of imitation and still less memory, and to make matters worse, he is very slow in understanding what is wanted. His lack of memory [of positions] probably has the most effect, for even when he does get an element right he can not remember the position in order to repeat it. His improvement is almost imperceptible.

Three weeks later: "A has made considerable progress. The sentence, 'I have some teeth,' was given to him and repeated by him fairly well." A week later, "A has improved considerably, but it is slowly and step by step." At the June examination this unpromising student

read from his teacher's lips 697 words, with 9 failures, and spoke 685 words, with 46 failures.

The following table will serve to illustrate the progress made by adult beginners who had had no previous instruction in speech and speech-reading. In this examination three trials were permitted before scoring a "failure."

Student.	Age at loss of hearing.	Words spoken correctly.	Failures.	Words read from lips correctly.	Failures.
	<i>Years.</i>				
A .....	0	627	58	703	3
B .....	0	1,138	60	166	16
C .....	0	685	46	697	9
D .....	3	754	14	647	38
E .....	2	1,098	100	1,027	169
F .....	2½	1,055	143	145	20
G .....	2½	798	400	250	161
H .....	5	768	24	690	37

The record of the others presents similar results. In short, every one of these adults acquired the ability to speak simple words intelligibly, and to frame simple sentences, but in general the speech-reading has not kept pace with the speech. In view of the age and advanced standing of some of these students, and the little use that others will make of speech, it may not be advisable to continue this experiment in every case, though it has demonstrated that everyone might have acquired speech and the speech habit under skillful teaching in early life. The work in the advanced classes has served to preserve the speech, to improve its quality, to encourage its use, and to develop in many considerable facility in "lip-reading."

In the June examination seventeen students read nearly one thousand words each from the lips. Two of the exercises used in the examination in "lip-reading" will be found in the Appendix.

In the course of the year's work in this department the intellectual value of faithful effort in articulation and reading the lips has been apparent.

As a mental gymnastic it may be accorded a high rank among disciplinary studies.

We have spoken at such length of the department of articulation lately established in the college for the reason that in recent years not a few deaf young people educated in oral schools, of sufficient intelligence to enter with great profit upon the course of study offered in our college, have been dissuaded from seeking admission here.

It is, perhaps, not surprising that in former years when no instruction in speech was given in the college, the friends of deaf children who had been educated wholly under the oral method were reluctant to send those so taught to a college where the recitations were mainly conducted by means of the manual alphabet. Their fear was that the influence of such surroundings would impair, through disuse, the power to speak and read the lips, gained through many years of effort in oral schools.

Reasonably grounded as this fear may seem, it is true that a considerable number of deaf youth, previously trained in oral schools, have been students of the college, who, according to the testimony of their friends, have suffered no impairment of their powers of speech growing out of their connection with the college, even though while they were here no instruction in speech was afforded them.



If the mere statement of this fact does not disarm the fears to which allusion has been made, they certainly need be entertained no longer when the workings of our new department of articulation are understood.

It is the purpose of the directors to provide means for the preservation, unimpaired, of any power to speak and read from the lips, which any student may bring to the college.

If the measures now employed fail of this result, others will be resorted to; and should it become at any time evident that the interests of any considerable number in the college would be advanced by the establishment of classes in which the recitations should be conducted orally the means for providing such classes will be sought.

#### PUBLIC EXERCISES OF PRESENTATION DAY.

The annual public exercises of the college took place on the 4th of May, and were presided over by the Hon. John W. Noble, Secretary of the Interior.

The Rev. George W. Douglass, D. D., rector of St. John's church, offered prayer, and the essays of the graduating class were as follows:

*Oration.*—The Australian Colonies, Amos Barton, Maine.

*Dissertation.*—An International Court, Ellsworth Long, Kansas.

*Dissertation.*—The Progress of Liberty in Europe, Martin Milford Taylor, New York.

*Oration.*—The Influence of Natural Scenery upon Character, Alto May Lowman, Maryland.

*Dissertation.*—The Age of Electricity, Benjamin Franklin Round, Wisconsin.

*Oration.*—The Future of our Nation, Oliver John Whildin, Pennsylvania.

*Oration.*—The Place of Lessing in German Literature, Paul Lange, jr., Iowa.

Mr. George Ray Hare of Michigan, B. A., Amherst, 1890, one of the normal fellows, read an essay on the life and services of the Abbe de l'Épée, founder of deaf-mute education in France.

Candidates for degrees recommended by the faculty were presented to the board of directors as follows:

*Degree of Master of Arts.*—Robert P. McGregor, Ohio, B. A., National Deaf-Mute College, 1872.

*Normal Fellows.*—Charles R. Ely, B. A., Yale, 1891. George R. Hare, B. A., Amherst, 1890. Oscar Vaught, M. A., DePauw, Ind., 1890. Guy M. Wilcox, B. A., Carleton, Minn., 1891. Joseph A. Tillinghast, B. S., Davidson, N. C., 1891. Wirt A. Scott, B. A., University of Mississippi, 1891.

*Degree of Bachelor of Arts.*—Paul Lange, jr. Benjamin Franklin Round, Martin Milford Taylor, Oliver John Whildin.

*Degree of Bachelor of Science.*—Amos Barton, Ellsworth Long.

*Degree of Bachelor of Philosophy.*—Alto May Lowman.

*Normal Student,* — — — — — Annie E. Jameson, Boston High School, 1889.

In presenting the candidates for degrees the president of the college spoke of the normal department, of the department of articulation, both of which are new features of the work of the college, and of the interesting fact that Miss Lowman, a candidate for the degree of bachelor of philosophy, was the first young lady who had completed a course of study in the college meriting a degree. The conferring of the honorary degree of master of arts on Prof. Enoch H. Carrier, an instructor in the New York Institution for the Deaf and Dumb, was announced.

The honorable Secretary of the Interior, and the Hon. Charles E. Hooker, member of Congress from Mississippi, made short addresses of congratulation to the candidates for degrees, expressing in eloquent terms their great interest in the growing work of the college.

The exercises were closed with the benediction by Rev. Thomas Galaudet, D. D., rector of St. Ann's Church for Deaf Mutes, in New York

City. At the close of the academic year degrees were conferred in accordance with the recommendations made on presentation day.

### RECEIPTS AND EXPENDITURES.

The receipts and expenditures for the year under review will appear from the following detailed statement:

#### SUPPORT OF THE INSTITUTION.

##### RECEIPTS.

Balance from old account .....	\$1,586.26
Received from Treasury of the United States .....	61,000.00
Received for—	
Board, tuition, and room rent .....	6,186.84
Work in shop .....	246.90
Old metal .....	14.27
Damage to grounds .....	4.45
Received from manual-labor fund .....	316.40
Received for hay and vegetables sold .....	145.78
	<hr/>
	69,500.90

##### EXPENDITURES.

Expended for—	
Salaries and wages .....	35,369.10
Miscellaneous repairs .....	2,528.71
Sewerage .....	1,153.58
Plumbing .....	237.55
Steam heating .....	1,512.65
Painting .....	580.07
Household expenses, marketing, etc. ....	3,765.89
Meats .....	4,652.70
Groceries .....	3,310.72
Bread .....	1,341.36
Butter and eggs .....	2,477.08
Medical attendance .....	319.00
Telephone rental .....	113.10
Furniture .....	681.23
Lumber .....	504.51
Dry goods .....	906.34
Gas .....	1,117.00
Paints, oil, etc. ....	313.37
Feed .....	1,036.80
Printing .....	317.95
Medicines and chemicals .....	276.29
Books, stationery, and drawing materials ..	418.06
Hardware .....	341.52
Fuel .....	2,551.31
Plants .....	71.80
Blacksmithing .....	126.88
Wagon repairs .....	98.00
Ice .....	314.52
Manure .....	127.60
Live stock .....	302.90
Harness and repairs .....	95.22
Seeds, etc. ....	131.46
Entertainment of pupils .....	65.00
Incidental expenses .....	103.99
Crockery, etc. ....	481.63
Traveling expenses of pupils .....	23.70
Stamped envelopes .....	21.80
Potatoes .....	57.00
Lectures .....	242.40
Expenses board of directors auditing accounts, etc. ....	370.00
Apparatus for teaching articulation .....	130.75
Traveling expenses of delegate to Lake George convention ..	40.90
Balance .....	839.46
	<hr/>
	69,500.90

## ESTIMATES FOR NEXT YEAR.

The following estimates for the fiscal year ending June 30, 1894, have already been submitted:

For the support of the institution, including salaries and incidental expenses, for books, illustrative apparatus, and for general repairs and improvements, \$63,000.

For the inclosure and improvement of the grounds and for special repairs on the buildings, \$3,000.

The estimate for current expenses is larger by \$2,000 than that for the current fiscal year.

This addition is made necessary by the steady increase in the number of students in our collegiate department, growing out of the action of Congress in the act approved August 30, 1890.

Last year the number of students reported as connected with the college was sixty-six; this year it is eighty-six, and we have every reason to believe the increase next year will be as great as that of the present.

The amount asked for the inclosure and improvement of grounds and repair of buildings is to meet needs of a most pressing character.

The matter of greatest importance is the erection of a substantial fence on the west, north, and east sides of the grounds of the institution.

The existing fence is in ruins, having been erected about twenty years ago, and affords no protection whatever against trespassers. A portion of the grounds lying along the line of the Baltimore and Ohio Railroad is entirely uninclosed.

## CONFERENCE OF PRINCIPALS OF AMERICAN SCHOOLS FOR THE DEAF.

A meeting of the heads of schools for the deaf in the United States and Canada, held at Colorado Springs, Colo., was attended by thirty-two principals and superintendents in active service, besides ex-principals, ex-superintendents, members of boards of trust, State officers, and invited guests, making the total attendance seventy-nine, all of whom were entertained most hospitably by the State School for the Deaf and the Blind.

This institution was represented by its president as an active member and by Profs. Fay and Gordon as honorary members.

Many subjects of importance in the work of educating the deaf were presented and discussed, and the meeting was one of more than usual interest.

The president of this institution read a paper describing the recent extensions of the work of the college, and during a discussion which followed, Mr. S. T. Walker, superintendent of the Kansas School for the Deaf, offered the following preamble and resolution, which were adopted:

Whereas the location of the National Deaf Mute College is so far from the geographical center of the nation as to preclude, by the expense of travel, the attendance of many worthy graduates of our Western schools; and

Whereas it is in many States impossible to secure from the local authorities the necessary assistance to enable students to gain a higher education:

*Resolved*, That this conference earnestly urge upon the authorities of the college the justice of immediate provision to remedy this condition.

The directors recognize the difficulty suggested in the above resolution, but have not been able to reach a conclusion, at the date of this

report, as to their duty in the premises. They will give the matter due consideration.

Another subject of interest and importance occupied the attention of the conference.

This was an offer from Dr. S. H. Peabody, director of the Department of Liberal Arts in the Columbian Exposition, of floor space for the purpose of making a very full exhibit of the work of the schools for the deaf in this country; this exhibit to include the actual illustration of the processes of teaching by the presence of pupils, with their instructors, of many of the schools.

Dr. Peabody's proposal was favorably received by the conference, and an effort will be made to carry this scheme into effect. The directors are of the opinion that, should these efforts seem likely to prove successful, this institution ought to take its proper part in such an exhibition, especially as to its more advanced department, which still remains the only college for the deaf in the world.

#### MEETING OF TEACHERS OF SPEECH AT LAKE GEORGE.

The second summer meeting of the American Association for Promoting the Teaching of Speech to the Deaf was held at Lake George early in July, and was largely attended by teachers of speech and others. This institution was represented by its president, Prof. Chickering, and Misses Gordon and Fish.

With the impetus afforded by the meetings and publications of this association, it is to be hoped that the day is not distant when every deaf child in our country may be afforded an opportunity to learn to speak.

This policy was recommended twenty-five years ago in our tenth annual report, and it is gratifying to believe its adoption will soon become general.

All of which is respectfully submitted, by order of the board of directors.

EDWARD M. GALLAUDET,  
*President.*

Hon. JOHN W. NOBLE,  
*Secretary of the Interior.*

## APPENDIX.

### CATALOGUE OF STUDENTS AND PUPILS.

#### IN THE COLLEGE.

##### *From Colorado.*

Paul D. Hubbard.  
Max Kestner.

##### *From Connecticut.*

Harry S. Lewis.

##### *From Delaware.*

Bertha M. Whitlock.

##### *From Georgia.*

Albert H. Sessoms.  
Albert F. Stansell.  
Maggie K. Magill.

##### *From Illinois.*

Charles D. Allard.  
Lulu O. Herdman.  
Charles D. Seaton.  
William I. Tilton.  
Clarence A. Murdey.  
Frank E. Sahlberg.  
George B. Whitlocke.

##### *From Indiana.*

Theodore Holtz.  
John Walsh.  
Alfred H. Robbins.

##### *From Iowa.*

Paul Lange, jr.  
David Ryan.  
Augusta Kruse.  
Christina Thompson.  
John N. Brinkman.  
Sidney E. Thomas.  
William Miles Wright.  
Arnold Kiene.  
Fred E. Ward.  
William G. Ashman.  
John H. Broekhausen.  
George H. Cummings.  
Elijah A. Kile.

##### *From Kansas.*

Ellsworth Long.

##### *From Kentucky.*

Max Nathan Marcossan.  
David Ware Wilson.  
William E. Dudley.  
Reuben R. Herron.  
Robert Zahn.

##### *From Louisiana.*

Ross E. Nicholson.

##### *From Maine.*

Amos Barton.

##### *From Maryland.*

Alto M. Lowman.

##### *From Michigan.*

James M. Stewart.  
Harry L. Stafford.

##### *From Minnesota.*

Ralph H. Drought.  
Jay C. Howard.  
Herbert C. Merrill.  
Thomas Sheridan.  
James S. Bowen.  
Louis A. Roth.

##### *From Missouri.*

Hannah Schankweiler.

##### *From Mississippi.*

Hiram T. Wagner.

##### *From Nebraska.*

Louis Andrew Divine.  
George W. McDonald.

*From New York.*

Philip H. Brown.  
 Bertha Block.  
 Mary Martin.  
 Martin Milford Taylor.  
 Nellie C. Price.  
 Josephine M. Daly.  
 Clarence A. Boxley.

*From New Jersey.*

Minnie G. Mickle.

*From New Mexico.*

Pedro R. Sandoval.

*From North Carolina.*

Ernest Bingham.

*From Ohio.*

Theo. Christian Mueller.  
 Frank J. Broun.  
 Franklin C. Smiclan.

*From Pennsylvania.*

Lily Amabel Bicksler.  
 Harvey De Long.  
 George F. Grimm.  
 G. Y. Hosterman.  
 John A. Melvalne.  
 John Mutchler Kershner.  
 Andrew J. Sullivan.  
 Agatha M. Tiegel.  
 Oliver J. Whildin.  
 Laura V. Frederick.  
 Mary A. Gorman.  
 Harvey W. Peter.  
 William J. Hayes.  
 Emma R. Kershner.

*From Tennessee.*

Alton Odom.

*From Texas.*

Michael Madden.  
 Robert M. Rives.

*From Wisconsin.*

William H. Cusack.  
 Richard Wallace Williams.  
 Benjamin F. Round.

*From Canada.*

Alfred Harper Cowan.

*From the District of Columbia.*

Wm. H. Bartlett.

## IN THE PRIMARY DEPARTMENT.

*Females.*

Mary Jane Booth, District of Columbia.  
 Iva Cole, Montana.  
 Annie Couture, Montana.  
 Jennette L. Dailey, District of Columbia.  
 Sarah L. Dailey, District of Columbia.  
 Katharine Fogarty, District of Columbia.  
 Sarah Fleming, Delaware.  
 Lena Flesher, Montana.  
 Nellie Lynch, Delaware.  
 Laura Mayer, Delaware.  
 Mabel Magee, Delaware.  
 Gertrude Parker, Delaware.  
 Millie Searles, Montana.  
 Gertrude E. Schofield, District of Columbia.  
 Mary Spurry, Delaware.  
 Mary D. K. Sendkind, District of Columbia.  
 Olive Small, District of Columbia.  
 Carrie Strong, District of Columbia.  
 Nettie Whitelock, Delaware.

*Males.*

Richard J. Allen, England.  
 William Anderson, England.  
 William Brown, District of Columbia.  
 William H. Bartlett, District of Columbia.  
 Howard Breeding, Delaware.  
 William H. Catlett, District of Columbia.  
 Frank Carroll, District of Columbia.  
 Harry H. Carr, District of Columbia.  
 George R. Courtney, District of Columbia.  
 Hugh Dougherty, District of Columbia.  
 J. Clarence Dowell, District of Columbia.  
 Albert Foskey, Delaware.  
 Charles T. Faller, Tennessee.  
 Eugene C. Hannan, District of Columbia.  
 Frederick Hall, District of Columbia.  
 Herbert Jump, Delaware.  
 James Kirk, Connecticut.  
 George E. Keyser, District of Columbia.  
 Charles H. Keyser, District of Columbia.  
 Mark C. Knight, Illinois.  
 Jos. M. Landon, District of Columbia.  
 William Lowell, District of Columbia.  
 Simon Mundheim, District of Columbia.  
 Joseph L. Norris, Virginia.  
 Alfred H. Robbins, Indiana.  
 Walter B. Rosson, Tennessee.  
 Carl Rhodes, District of Columbia.  
 George Richardson, District of Columbia.  
 Roy J. Stewart, District of Columbia.  
 Joseph E. Sherman, Massachusetts.  
 Richard T. Thomas, District of Columbia.  
 William W. Thomas, New York.  
 Jesse T. Warren, Tennessee.  
 Joseph M. Wertzbomski, Delaware.  
 James Woody, District of Columbia.  
 Kenneth White, District of Columbia.

SPECIMENS OF EXAMINATION EXERCISES IN SPEECH-READING OR  
LIP-READING IN THE COLLEGE.

[NOTE.—The first paper is extracted from an examination of beginners' classes at the end of the year. The second paper is taken from an examination of the more-advanced classes and is composed almost entirely of new matter. Previous to the examination a classified printed list of about 1,200 monosyllabic words was used for drill exercises in speech-reading and in speech. Copies of this list will be furnished upon application.]

## I.—EXTRACTS FROM EXAMINATION EXERCISE OF BEGINNERS IN SPEECH-READING.

I am well. I am happy. I am warm. Are you well? Are you warm? How do you do? I love them. What is your name? Where do you live? How old are you? Have you a brother? Have you a mother? Have you any sisters? How many brothers have you? Can you see me? Thank you. What is that? What is it for? How much is it? Look at me. I have a large book. May I go out? Call the boys. You may shut the door. With pleasure. I see six boys. He is quite well. Come to me. When are you going home? Can I help you? Where have you been? What is the matter? That is too bad. That is funny. No matter. I love my mother. I love my father. Why not? Shall I go with you? What have you? I have a pencil. I am happy to see you. That is all. How far may we go? Do you love him? I saw my mother. Where were you? I went home. What time is it? How far is it? I never saw your brother. Do not wait for me. I do not know. Are you better? Yes, I am. Will you go with me? Do not stay long. Are you happy here? All right. Be careful. Brush your clothes.

## II.—EXTRACTS FROM EXAMINATION EXERCISES OF ADVANCED CLASSES IN SPEECH-READING.

Have you seen the morning papers? What is the news? Did you go to the city yesterday? What is the fare to Philadelphia? Are you going to Chicago, New York, Boston, Baltimore? This train stops five minutes. Passengers for New York, keep your seats. All for Baltimore take the rear car. All out for Baltimore. Stay where you are. You can't stop over on this ticket. This is not your train. The train for Pittsburg is two hours late. This is the limited express. No, you will not change cars. The blue cars run to the depot. Take the green cars for Georgetown. You change cars at Baltimore and Harrisburg. Mr. Parke's office is in the Potomac station, upstairs, last door to the left. Your baggage is checked to Chicago. You will get a transfer check on the train, but, remember, you must claim your baggage at the C., B. and Q. station and get it rechecked for Council Bluffs. I thought you were going to Council Bluffs; then recheck to Omaha. Yes, the Rock Island is just as good a route. The fare is the same either way. You are not coming back? Well, good bye; luck to you.

*REGULATIONS.*

I. The academic year is divided into three terms, the first beginning on the Thursday before the last Thursday in September and closing on the 24th of December; the second beginning the 2d of January and closing the last of March; the third beginning the 1st of April and closing the Wednesday before the last Wednesday in June.

II. The vacations are from the 24th of December to the 2d of January and from the Wednesday before the last Wednesday in June to the Thursday before the last Thursday in September.

III. There are holidays at Thanksgiving, Washington's birthday, Easter, and Decoration Day.

IV. The pupils may visit their homes during the regular vacations and at the above-named holidays, but at no other time, unless for some special, urgent reason, and then only by permission of the president.

V. The bills for the maintenance and tuition of pupils supported by their friends must be paid semiannually, in advance.

VI. The charge for pay pupils is \$250 each per annum. This sum covers all expenses in the primary department except clothing, and all in the college except clothing and books.

VII. The Government of the United States defrays the expenses of those who reside in the District of Columbia, or whose parents are in the Army or Navy, provided they are unable to pay for their education. To students from the States and Territories who have not the means of defraying all the expenses of the college course the board of directors renders such assistance as circumstances seem to require, as far as the means at its disposal for this object will allow.

VIII. It is expected that the friends of the pupils will provide them with clothing, and it is important that upon entering or returning to the institution they should be supplied with a sufficient amount for an entire year. All clothing should be plainly marked with the owner's name.

IX. All letters concerning pupils or applications for admission should be addressed to the president.

X. The institution is open to visitors during term time on Thursdays only, between the hours of 10 a. m. and 3 p. m. Visitors are admitted to chapel services on Sunday afternoons at a quarter past 3 o'clock.

XI. Congress has made provisions for the education, at public expense, of the indigent blind and the indigent feeble-minded of teachable age belonging to the District of Columbia.

Persons desiring to avail themselves of these provisions are required by law to make application to the president of this institution.

